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ABSTRACT

An experimental demonstration research project to provide food for families of migrant children attending a summer school program in Minnesota was based on the assumptions (1) that the migrant children in summer school would show greater achievement if the entire migrant family were assured food for 3 meals a day and (2) that the child who has special educational needs is influenced by sociological, psychological, health, welfare, housing, employment, and environmental factors. Eight families with 19 children attending the summer school program formed the population for the research project. Heads of families were interviewed about the social and psychological effects of the food program on the family and home environment. A closed-end questionnaire on demographic information, development of social skills, and school attitudes was administered using an interview technique to teachers, teacher aides, and the school nurse. "On the basis of tentative analysis, there appears to be a definite correlation and interrelationship between feeding families and the sociological and psychological attitudes that exist within the family home environment, the work performed in harvest fields, and the attitudes of the children attending school." (JH)

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MIGRANT RESEARCH PROJECT

TITLE I

MINNESOTA PROJECT

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REPORT OF EXPERIMENTAL DEMONSTRATION PROJECT

SCHOOL LUNCH - EMERGENCY FOOD FOR FAMILIES

MIGRANT SUMMER SCHOOL - MINNESOTA

The project described herein was jointly conducted by the Department of Education, Title I Division, State of Minnesota. The contribution made by Mr. Harold Saylor deserves special recognition.

The project reported herein was performed pursuant to grants made by the Department of Health, Education and Welfare, Title I, and the Office of Economic Opportunity, Washington, D. C. The Opinions expressed herein are those of the author and should not be construed as representing the opinions or policy of the United States Government.

[August 1970]

INTRODUCTION

The low educational attainment of the agricultural migrant farm worker is a problem well documented. Many factors must be considered in any discussion of either the causes or the effects of this problem. However, it cannot be easily disputed that there is a definite correlation between the health of the migrant child and his ability to learn.

On June 30, 1970, an experimental demonstration research project to provide food for the families of migrant children attending a selected summer school program in Minnesota was agreed to by the Minnesota State Department of Education and the Migrant Research Project, Washington, D. C. This agreement was based upon two basic assumptions: (1) if the entire migrant family were assured food for three meals a day, the migrant children in summer school would show greater achievement, and (2) the child who has special educational needs is influenced by the sociological, psychological, health, welfare, housing, employment factors and environmental problems.

Approximately 130 students from 80 to 90 migrant families were enrolled in the selected summer school program. The school operated during June and July 1970 and included nursery school, Head Start, kindergarten and regular day school classes. Ages of participants ranged from three months through fifteen years. There were no students beyond the age of 16.

The children were transported to and from school, from as far as 40 miles, by bus each day. School opened at 8 a.m., Monday through Friday, with a light breakfast. A hot lunch was served at noon at which time the children could have as much food as they wished. Prior to departure from school at 4 p.m., the children were given crackers and milk.

In order to make it possible for entire families of school children to receive emergency food, it was proposed and agreed to that the Migrant Research Project

would reimburse the Minnesota Title I program to the extent of 75¢ a day for members in the family 16 years of age and older. Minnesota Department of Education funds would support the minor children in the family at the rate of 75¢ per child per day. In this way children who were not in school or who were working in the fields would be assured 2 free meals a day. It was further agreed that the children attending school would have breakfast before going to school, participate in the hot lunch program at school, and be assured of an evening meal at home. Due to the innovative nature of this proposal and the uniqueness of the funding arrangements, no research design was ready-made. Thus, the research design was considered experimental and investigation was of an exploratory nature from the point of view of the research techniques applied and the information that was to be gathered.

Methodology & Procedures

The tentative procedures followed are attached as Appendix I. Basically a combination of open-ended questions was utilized in the interviewing of participant families. A closed-end questionnaire on demographic information, development of social skills, and school attitudes was administered to the teachers and teachers' aides.* In addition, information presently existing in the school records was obtained and analyzed as a group. This concerned the family histories as well as the children's academic progress. A folder was made on each family for the purpose of in-depth individual analysis at a later time. In addition to the academic record, information concerning the general health conditions of each child, the intelligence tests, and other educational background materials were included in the file for future analysis.

The director of the migrant summer school program, was bonded and authorized to accept applications from migrant families for emergency food service. Upon verification of need and income level, the migrant family was issued a voucher redeemable for food at a local grocery store or, when possible, for food stamps at the County Welfare office. As the families made application to the director or his representative,** the head of the family was asked to respond to the regular MRP questionnaire prepared under the direction of Sr. Frances Cousens, University of Michigan, Dearborn Campus. The food voucher provided food for a maximum of 7 days. At the end of this period, the migrant head of family needing additional food assistance had to return to the school to request another emergency food voucher covering the next 7 days. During the second interview, he was asked about the social and psychological effects of the food program as applied to his family and home environment.

* It is noted that the actual interviewing of migrant families, teachers, aides and students followed the original design closely.

**The school nurse or school social worker.

A consultant to the Migrant Research Project joined the director of the school during the second week of the program to assist in gathering research data. After consulting with Mr. Dale Rosenberg, a psychologist, interviews were conducted with a representative sample of applicants in their homes during the evening hours.* Informal interviews were also held with the school children during recess periods, at lunch time and in their homes. The questionnaire prepared for the teachers and their aides was administered at a staff meeting in accordance with the research design. Finally, informal interviews were held with a county commissioner, local representative of the state employment agency, a local employer of migrants, and an official of the County Welfare office who was in charge of issuing food stamps.

FINDINGS

The time limitation of the summer school program plus the transitory nature of the migrant family (the tendency to move to other harvest fields overnight) were recognized as basic problems in gathering complete research data on all participants in the emergency food service project. Nevertheless, it was possible to denote a slight positive reaction and change in the home environment of migrant workers. There also were positive signs that assuring at least two meals at home had a positive impact on the social attitudes of the children attending school. Community leaders, although previously unaware of the research project, indicated interest in the results and implied a willingness to cooperate in a similar, more extensive project providing growers were involved in either an active or advisory capacity.

The Migrant Family

The eight families which formed the population for this research project had been migrants an average of 10 years. One family had been in migrant status for 35 years; six additional families had been migrants prior to 1969; and one family was new to this way of life. Four of the respondents had worked in Texas during

*Some migrant workers and their families had moved on to other communities so a second interview was not possible. However, a file was prepared on these families and family histories were obtained for future use.

1970 before traveling to Minnesota in May; two had been employed as migrant farm workers in Michigan during 1970; one family had previously found field work in Illinois this year; and the remainder had worked only as farm laborers in Minnesota since May. When asked if they had looked without success for work this year, one family indicated they had traveled to Wisconsin; one family had sought employment in Indiana; the remaining six families had not looked for work in any other state.

Only three of the migrant families claimed they had worked in the same area the year before. Three of them also stated they worked for the same sugar beet grower in 1969; four claimed they were working for a different grower this year; and one was a new migrant so had never before worked in Minnesota. Seven out of the eight families had been promised jobs prior to arriving in Minnesota. The one migrant family who had not been promised a job had not worked in the Minnesota area last year. A friend had told the head of the family he might be able to get a job at $1.55 an hour. This, as it turned out, included a bonus of ten cents an hour for picking asparagus and by staying to the end of the harvest season. Five of the eight migrant families interviewed stated that pre-employment promises relating to rate of pay, housing, food credit or food stamps were kept. Three families said some of the promises were kept. All were promised and received free housing; four had been promised grocery store credit; and one family stated they were promised food stamps.

Seven of the families in the survey arrived in Minnesota in May and one family arrived in June. All had worked every day since that time. An average of four members in each family worked in the asparagus and sugar beet fields. In one family, nine members worked in the fields. Generally they worked in the fields from four to six hours daily. Two heads of families, however, worked eight-hour days.

It was interesting to note that the migrants held a variety of jobs in their home state (Texas) during the winter months. One worked in construction; one in the orange groves; one was a compressor in the cotton harvest; one attended school; and 4 did no work at all.

It was also interesting to note that 7 of the eight migrant families claimed to have asked for no assistance from welfare agencies of any kind during 1970. However, in the emergency food application form, it was revealed that one had received commodities in the state of Texas for four months during 1969. One migrant indicated he had asked for welfare assistance in January 1970 at Edinburg, Texas and did not receive any help. The same man claimed that in Minnesota in May 1970 he received food stamps and health care in June. Another family stated on the MRP questionnaire that they had not received nor did they request any welfare aid. However, on the application request form, this family said they received health assistance in June 1970 in Minnesota. Another family who claimed on the MRP questionnaire that they had neither requested nor received any welfare help during 1970, revealed on the Emergency Food Application Form that they had received food stamps in Minnesota in 1970 and surplus commodities in Texas the same year. Still another family said they had not requested nor received assistance from any welfare agency; however, they indicated on their food application form that they had received OEO health services in June 1970 in Minnesota.*

The families participating in the project worked basically as field hands in the harvesting of asparagus and as weeders and blockers in the sugar beet fields. Only one performed mechanical work. He drove a tractor for an asparagus grower.

There was an average of 6.5 children in each family. There were seven male and one female heads of families. The average annual income in 1969 for the families was $1,998. The average income per family for May 1970 was $274, and the average income for June 1970 was $228. An average of four members of the family worked for this single income figure. Therefore, the average income per month in June 1970 per family member working was $57 and the average income per member of the family working in May 1970 was $68.50.

*This might lead one to suspect some migrant families do not know just what is meant by the term "welfare assistance."

Nineteen children from the eight families attended the migrant school program. However, 35 children under 16 years of age did not attend school. No in-depth analysis of this sub-population has been attempted as yet. However, from the family history forms on file at the school, it was possible to ascertain the educational background of the mothers and fathers in the families. Two of the fathers had a fourth grade education, one had completed the eighth grade, two the third grade, and two had received no formal education. The average education of fathers was 3 years of formal schooling. Five of the fathers were fluent in English and two were not. The one female head-of-family had a third grade education and was not fluent in English. Of the seven remaining mothers, two had completed the sixth grade, one the fifth, one the fourth and three had no formal education. This averaged out to a third grade education for all mothers. Four of the mothers were fluent in English and four were not.

The heads of 6 families were interviewed after the work day. Without exception, they volunteered the information that the emergency food money was needed and very welcome. All of them said it had made a positive contribution to their general attitude but not specifically to the home's environment. Almost all children and adults in the families appeared happy. None of the working members of the families had taken sick leave since the emergency food program had been in effect, although they sometimes worked twelve to thirteen hours a day in the sugar beet fields. Generally the workers commented that their physical condition was good. Two fathers commented about their children's activities at school. All appeared to be interested in the Title I summer school program and were happy that their children had the opportunity to go to school.

Several children who were neither working nor enrolled in school were interviewed. They seemed alert and happy. They were especially pleased to have received special treats such as fruit and candy, from the emergency food program. A similar attitude was reflected by the children who were helping their parents in

the sugar beet fields. One 13 year old girl, in particular, was still excited about the fact that her parents had been able to buy her a bunch of grapes and her favorite candy.

Analysis of Teachers' Questionnaire

The teachers at the summer school were asked to participate in the Emergency Food Research Project by giving spontaneous answers to a closed-end questionnaire (see appendix I) read aloud by an interviewer at a group session. The questions asked were designed to seek information relative to changes in the social and psychological attitudes among the students during the emergency food program. Prior to administering the questionnaire, Mr. Dale Rosenberg, a psychologist and consultant to the Title I program, Minnesota State Department of Education and Migrant Action Program, Mason City, Iowa, approved the questionnaire's content, phraseology and procedures for administering. The questions and statements were read aloud to the group of nine teachers and responses were recorded by circling the appropriate answer - yes or no - on an answer sheet provided. Fifteen seconds were allowed to record each answer and in the two open-ended questions (18, 11) three minutes were allowed.

Only one teacher noted that a student commented on the improved environment at home since the initiation of the program to feed the entire migrant family in the home. One student commented that brothers and sisters not at school seemed better natured and more pleasant. None commented that their mothers were happier or that they spent more leisure time with them. One student did comment that his father seemed happier and less tired. Three teachers agreed that students mentioned the fact that their fathers were spending more leisure time with the entire family. According to the teachers, two students commented that the entire family was being fed by emergency food and a single teacher commented that some of the children were eating breakfast at home and did not want breakfast at school in the morning.

One of the nine teachers interviewed said that students had recently been taking more interest in classroom activities.

Part three of the questionnaire consisted of questions pertaining to the learning skills and social compatability of the students during classes and at recess. The phraseology and attitude questions were derived from the child development analysis form (modified) which has been utilized for several years by the Education Division, Migrant Action Program, Mason City, Iowa. This form is completed by each teacher for every student enrolled in the selected migrant summer school program at the beginning of the school term. It is also filled out by the teacher at the end of the school term and the results compared and analyzed.*

It was noted by all of the teachers that there did not seem to be any better perception to sound pitches and noises among the students since participating in the emergency food program. One teacher indicated that there did appear to be some differences in perception of colors, sizes, shapes and forms. Only one felt the children were responding more quickly to beats and changes of tempo in music. In physical development skills, three teachers believed there was a general improvement in health and appearance. Two teachers thought that the students had developed more positive balance and skipped, hopped and jumped better, but there was no indication that muscle coordination appeared improved or that there was better discrimination in ordering of relationships, such as aligning blocks, putting puzzles together, or matching colors.

It did appear that there was some improvement in the social skills and emotions of the children since the emergency food program had been in effect. Three of the nine teachers felt there was a more positive friendship pattern in free play. One teacher felt there was a better attitude in sharing such things as waiting their turn in line, cooperating and sharing toys with fellow students.

In language and communications arts, only two teachers felt there was better

*Individual student analysis records are on file and it is hoped they will be analyzed and added to this report at a later date.

content in the writing and more composition in drawing picture stories.* However, there appeared to be no difference in the verbal performance of relating stories.

In the area of pre-learning skills, one teacher felt that the students were better following directions to assigned tasks. Three of the nine teachers felt there was a quicker response to directions and that the students took a more active part in solving problems. Four of the teachers indicated students appeared to have more self-assurance and self-confidence. Likewise, four teachers felt their students were trying new and more difficult tasks.

Finally, when asked the question, "Do you honestly feel that it (the emergency food program) had a positive effect on the overall social characteristics and personalities of the children?" only two teachers gave a positive answer.

Analysis of Aides Questionnaire

The role of the aides at the migrant summer school program consists of assisting the teachers in the classrooms, and supervising the children during lunch periods, free play and rest periods. Aides include mothers of migrant children in school and volunteer youth supplied by churches in the area at no cost to the program. The mothers, however, received an hourly wage and most of them participated in the emergency food program.

The same questionnaire that was administered to the teachers was administered to the group of eight aides. The same verification was received from Mr. Dale Rosenberg and the procedures outlined above in executing the teachers' questionnaire were carried out in an identical manner.

When the aides were asked if the students had commented whether or not there were improved meals in the home, one aide indicated a positive answer. Two aides responded that the students indicated their brothers and sisters not in school had seemed better natured since the emergency food program began. Three aides indicated

*No individual examples were supplied, however, as the respondents were not asked to identify themselves on the answer sheet in order to maintain more objectivity.

students had mentioned their mothers appeared happier and less tired. However, none of the students commented, according to four aides, that their mother was spending more leisure time with the family. Students had commented that their fathers had seemed happier and less tired. Two aides indicated students had mentioned that their fathers had been spending more leisure time with the family. None of the aides had heard any student comment that emergency food was being used to feed the entire family. Nor had students commented that they had had any food not usually served in the home. One student commented to an aide that there seemed to be a better atmosphere in the home environment.

In Part Two of the questionnaire, a question was asked the aides as to whether the classes they were working with seemed to take more interest in classroom activities. All of the aides indicated yes.

In Part Three of the questionnaire, the questions asked were based upon MAP Child Development Analysis Scale (modified). Four aides indicated that there had seemed to be more perceptional readiness among their students. Six aides indicated that the students in the classes they were working with had a better perception of sounds, pitches, and noises. Seven aides indicated that there was a quicker response to beat, change of tempo in music, etc.

Seven aides seemed to feel that there was a general improvement in the health and appearance of the children. The majority of them indicated positive answers when asked about physical development skills, and stated that the students seemed to have better balance and better muscle coordination.

The entire group of aides seemed to feel that there was better discrimination in the ordering of relationships, e.g. aligning blocks, putting puzzles together and matching colors. Also, all the aides indicated that there had been an improvement in social compatability among the children since the emergency food program had been in operation. More positive friendship patterns in free play was discernable, and better attitudes in such things as waiting their turn in line, cooperating with others and sharing toys, were recognized.

There were also positive responses regarding the development of language and communications skills. Five of the aides indicated that there was better content in writing and more composition in drawing picture stories. All of the aides felt there appeared to be better performance in telling stories. The aides also felt the students were following directions of assigned tasks in a better way. Only two felt that there was a quicker response to directions and that the students were taking a more active part in problem solving. Six of the aides felt there was more self-assurance and confidence among the students, and five indicated the students were trying new and more difficult tasks.

Finally, all of the aides stated that since the food program had been operating, they honestly felt that there had been a positive effect on the overall social characteristics and personalities of the children.*

Analysis of the School Nurses' Questionnaire

The questionnaire completed by the school nurse was held out for special analysis because of her unique relationship to the families, e.g. 1) she transported a number of migrant students to and from school every day in her private automobile; 2) she talked to the children whenever they had an ailment; 3) she actually participated in interviewing the migrant workers in their homes; and 4) she is an employer of agricultural workers.

*The questionnaires of three of the aides were not included in this analysis because they were assisting the day-care program teacher where the children were three months to two years old. It is interesting to note, however, that on these three particular questionnaires, responses to the questions asked were marked in the affirmative.

The two clerical aides in the office of the School Director were also interviewed and their forms were individually analyzed. The majority of their responses were in the negative. This is understandable because they were not in the classroom with the students during the class periods but worked in the director's office. However, both aides felt that as they answered the students' questions, encountered them in the halls or at lunch, they honestly felt that the emergency food program had an overall positive effect on the social attitudes and characteristics and personalities of the students attending summer school.

According to the nurse, the students had indeed commented about improved meals at home since the emergency food program had been in existence. They had not commented that brothers or sisters were better natured at home. They did state that their mothers and fathers seemed happier and less tired and that they were able to spend more leisure time with the family. The nurse stated that she learned on trips to and from school that the emergency food program was being utilized by the entire family. She also learned that special foods including lettuce, tomatos, oranges, grapes, ice cream and candy, were being added to the diets. None of the students commented there was a better atmosphere in the home environment. However, the nurse indicated that one family went on a picnic and spent the evening at the lake.

In the nurses' opinion, the students as a group were taking more interest in classroom projects and the other activities at school. She also said there had been some improvement in perception and perceptual readiness. With regard to the physical development skills, she indicated there had been a general improvement in their health and personal appearance.

They responded more quickly to changes in the tempo of music; they seemed to skip, hop and jump better at play; and their muscle coordination seemed improved.

Likewise, there seemed to be better discrimination in ordering of relationships such as aligning blocks, putting puzzles together and matching colors. Social skills also had improved according to the respondent.

Language and communication skills in writing, drawing pictures and telling stories verbally, also improved. In pre-learning skills, the nurse indicated that there did not seem to be any improvement in students following directions in assigned tasks. However, she felt there was a quicker response to directions, and the students did take a more active part in problem solving. She indicated there was more self-assurance and self-confidence among the students, however, they did not seem to try new and difficult tasks.

Basically, the nurse felt that the program of emergency food service was having a positive effect on the overall social characteristics and personalities of the children.

A Comparison of the Questionnaire by the Teachers and Aides

It is obvious from the separate analysis of the answers given by the aides and teachers in response to identical questions that the aides had a feeling that the emergency food program was more effective. This certainty may have been due to the fact that the aides played a different role in the summer school program, i.e., they were not professional teachers; some were mothers of children in school; and some actually participated in the emergency food program. On the other hand, several of them spoke Spanish fluently, and could communicate better than the teachers with the students. In addition, the aides were generally placed in a different relationship to the student in a classroom, supervising them while at free play out of doors and in information situations. There was a "companion" relationship rather than teacher-student relationship.*

The teachers, as a whole, seemed more critical of the students, of each other, and the way in which the program was being carried out. This may have had a bearing on their negative answers. Over the period of four days in which the MRP interviewer observed the teachers and aides at work, talked with them and met with them socially, it appeared that the emergency food program had indeed had a positive effect on the students in the classroom, as well as in their home environment. He felt that some of the enthusiasm of the aides could be reduced and some of the negative responses on the part of the teachers were probably too harsh.

*In one particular case it was noted that one of the teachers spent only 10 minutes in the classroom during the entire school day, and it was verified that this had been a practice during the entire summer program. Therefore, in the case of this particular aide it is felt that she could judge student responses far better than the teacher.

CONCLUSIONS

On the basis of tentative analysis there appears to be a definite correlation and interrelationship between feeding families and the sociological and psychological attitudes that exist within the family home environment, their work in the harvest fields and the attitudes of the children attending school. It was beyond the scope of this project to make any effort to determine which factors were causes and which were effects.

The results ascertained indicate that it would be of value to utilize the experience gained in developing a more sophisticated research-demonstration project in a home-base state on a full year basis.

The following points are mentioned to indicate the weaknesses in the research design. However, overcoming these obstacles presents no large problem.

1. The emergency food program in conjunction with the Title I summer school program was very late in getting started. However, the method of distribution and gathering data was tested sufficiently to give us insights as to problems that may be encountered in a larger pilot demonstration program. Approximately 60 interviews were taken; a good sampling. However, in a number of cases the recipients of emergency food money were asparagus workers and left the community before the follow-up interview. Therefore, final results are based mostly upon migrant families working in the sugar beet fields.
2. Teachers should be made aware of the research program prior to operation. This was not done in the present case to determine whether research would be less biased. Teachers can serve a purpose of subtely finding out attitudes concerning home environment during the class periods.
3. Structured training sessions for the interviewers should be developed so they can be trained thoroughly.

Teachers,
Aides,
Nurses,

TABLE I
POSITIVE RESPONSE
"YES"

Since initiation of food program in home, students have commented on;

(1) Improved meals at home

(2) Brothers, sisters better-natured

(3) Mother happier, less tired

(4) Mother spending more time w/family

(5) Pather happier, less tired

(6) Father spending more time w/family

(7) Food used to feel entire family

(8) Special food served

(9) Better stmosphere at home

(10) Worse atmosphere at home

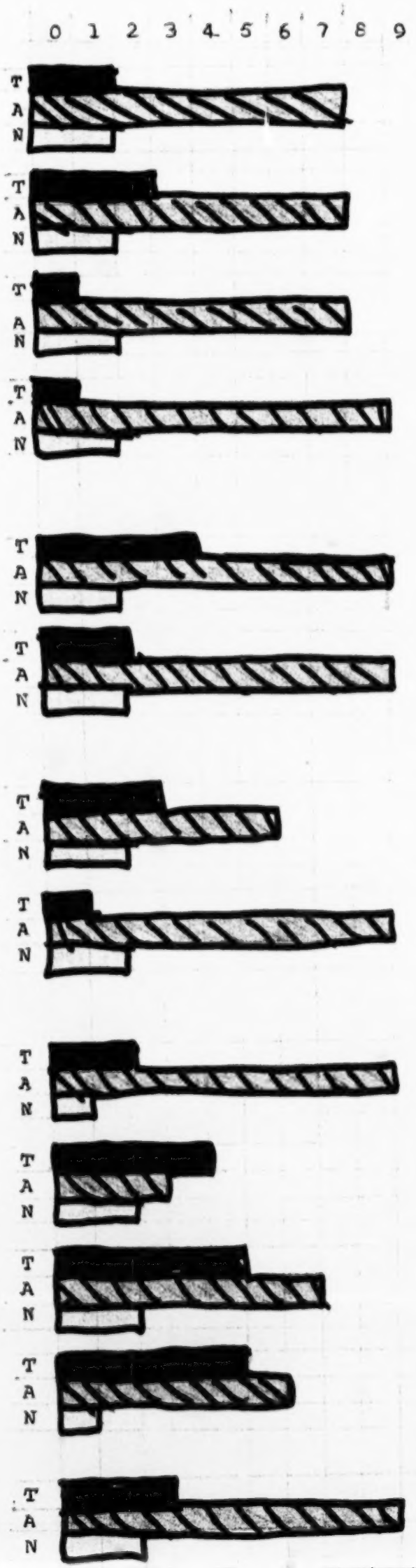
II. Classes take more interest in classroom activity

III. Mental and Physical Skills

A. Perception and Perceptual Readiness
(1) More perceptive to visual differences

(2) More perceptive to sound differences

B. PHYSICAL DEVELOPMENT SKILLS
(1) General improvement in health



(2) Quicker response to change in beat

(3) Better balance

(4) Better muscle coordination

(5) Better ordering of relationships

C. SOCIAL SKILLS AND EMOTION

(1) More positive friendship pattern

(2) Better attitude in sharing

D. LANGUAGE AND COMMUNICATION

(1) Better content in writing, drawing

(2) Better telling of stores

E. PRE-LEARNING SKILLS

(1) Followed directions better

(2) Quicker response to directions

(3) Greater self-assurance, confidence

(4) Tried new, difficult tasks

V. Feel program had positive effect on social characteristics and personalities of children

July 11, 1970

PROCEDURES FOR COLLECTING DATA

Minnesota Title I Research Project

1. Teachers and aids will be interviewed as a group and asked by a controlled response interview their impressions and opinions of classroom attitudes since Home Food Plan has been in effect. Questionnaire and Answer Sheet is attached.

2. Heads of families, students, non-student children, and growers will be interviewed as time permits. Interviews will be conducted on an informal basis without notes or recording devices present. When interview is completed, the impressions will be recorded, witnessed, and verified by person accompanying interviewer. Guideline questions for all groups are attached.

3. Preparation of Records:

   It is hoped several clerks can be employed to prepare file folders for each family and obtain necessary records for analysis. A sample file folder is attached with instructions as to placing information in files and a check list of necessary records.

4. It will be proposed to Mr. H. Saylor that a duplicate deck of IBM information cards be furnished MRP for analysis and correlating purposes. It is planned that Fred Mansbridge attend the IBM file and record system workshop in St. Paul, Minnesota, Tuesday, July 14 at 1 p.m.

5. It will also be requested of Mr. Saylor to furnish IBM cards of a similar Migrant Summer School program in Minnesota. The purpose is to compare student progress with students in a program not offering emergency food and home feeding.

6. All procedures are flexible and due to change in the field. If this is necessary, a record and explanation will be made in writing. Any request for changes in policy procedures will be done by phone call to Mrs. Shirley Sandage, Deputy Director.

The Migrant Research Project will reimburse the program to the extent of 75¢ per day per adult in the family (16 years of age or older). Title I funds will support all minor children in the family at the rate of 75¢ per child per day. Under the new plan the children attending school will receive:

at Home:	Breakfast and Dinner
at School:	Mid-morning snack, Hot lunch, Mid-P.M. snack

Methodology

Due to the uniqueness of the proposal and funding arrangements, no research tool has been designed. Therefore, investigation will be exploratory in both research techniques applied and information obtained. A combination of open-end questions will be utilized in interviewing participant families plus closed-end questions on demographic information. In addition, information presently existing in school records about families and children will be obtained and analyzed for evaluation purposes. Also, such information (i.e., general health conditions of children, intelligence levels, other educational background) will be used to form basis of interview questions asked parents.

Procedures

As families apply to Title I program the basic MRP questionnaire will be completed along with application and food request voucher. In addition, such information as:

(1) Names, ages, occupations (employer's name and address), general physical condition of all adults and minor children not attending school will be recorded as well as those children attending school.

The voucher will be good for two weeks.

The head of household must return for a second voucher at which time

it is hoped an in-depth recorded interview may be made as a basis for final evaluation of the results of this unique study.

It is hoped that if any indicators are obtainable, a larger, more sophisticated study utilizing similar funding procedures can be initiated in other areas in the fall term.

Proposed Scope and Analysis

Given the availability and reliability of information, evaluation of the success or failure of feeding migrant adults (any person in family over 16 years of age) will attempt to ascertain:

1. If feeding entire family has an effect on:

   (a) increased attentiveness, comprehension and general physical condition of children attending school;

   (b) increased production of those minor children not attending school and working in the fields;

   (c) increased interest and better attitude toward familial environment on the part of unemployed minor children not attending school;

   (d) increased production on part of head of family working in the fields, i.e., less concern because family is being fed properly; less time off for sickness due to better diet; more production due to a full stomach, etc.

   (e) attitude of mother, i.e., cooking better meals, less concerned about lack of food, etc.

   (f) any change in environmental structure and attitude of the family as a group, i.e., head of household has more leisure time to devote to family and recreation, more relaxed atmosphere, more interest in pursuing evening vocational training or perhaps learning a new profession.

2. The effect feeding the entire family has on basic health of all members. (The time span is too short to get any truly reliable estimates in this area so impressions will have to suffice.)

Date_____

QUESTION GUIDE FOR GROWERS

PROCEDURE: (Personal interview - informal conversation - to be recorded after interview and respondent has departed: Recording to be verified by and attested to by two people).

(1) Name

(2) Crop being harvested?

(3) How many migrants do you have working?

(4) Approximately how many hours a day do they work for you?

(5) Do you recall if there has been less sickness among workers in the last two weeks?

(6) Do the workers seem to be taking more interest in their work?

(7) Is there less complaining about the work?

(8) Do the workers seem happier and better-natured?

(9) Have any of them mentioned to you that they are participating in an emergency food program sponsored by the Migrant Summer School Program? If so, were they enthusiastic and pleased or disappointed?

MINNESOTA PROJECT
TEACHERS-AIDES" CLOSED-END QUESTIONNAIRE
PLUS ANSWER SHEET

Questions will be read to group by interviewer and responses will be made by pen on the accompanying answer sheet. One minute will be allowed to mark appropriate answers on the "yes" and "no" answer questions; three to five minutes will be allowed to answer questions ___, ___, and ___.

DIRECTIONS: Unless otherwise instructed, circle your answer.

I. Since the initiation of the program to feed the entire migrant family in the home, have any of your students commented during the school day or on the bus ride to and from school on:

(1) Improved meals at home?

(2) Brothers and/or sisters not in school being better-natured or nicer to them?

(3) Mother being happier, less tired?

(4) Mother spending more leisure time with the family?

(5) Father being happier, less tired?

(6) Father spending more leisure time with the family?

(7) Was emergency food used to feed entire family?

3 min. (8) Was any special food, not usually served at home, mentioned, such as ice cream, a special fruit, etc.?

(9) Was there a better atmosphere in the home environment?

(10) Was there a worse atmosphere in the home environment?

3 min. (11) Any other comments about the Food Program?

II. (For analysis with individual MAP Child Development Analyses Scale - modified).

(1) Did your class or classes you were working with as a group seem to take more interest in classroom activity?

III.

A. Perception and Perceptual Readiness

(1) Were the class or classes you were working with more perceptive to differences in colors, sizes, etc.?

(2) Did the class or classes you were working with have better perception to sounds, pitches, noises?

B. Physical Development Skills

(1) Show a general improvement in health and appearance?

(2) Respond more quickly to beat, change of tempo, etc. in music?

(3) Have better balance and/or skip, hop or jump better?

(4) Did muscle coordination appear improved?

(5) Was there better discrimination in ordering of relationships, such as aligning blocks, putting puzzles together, matching colors?

C. Social Skills and Emotion

(1) Was there a more positive friendship pattern in free play?

(2) Was there a better attitude in sharing such as waiting turns, cooperating, sharing toys, etc?

D. Language and Communication

(1) Better content in writing, more composition in drawing picture stories?

(2) Better performance in telling and relating stories verbally?

E. Pre-Learning Skills

(1) Followed directions in assigned tasks in a better way?

(2) Quicker response to directions, taking a more active part in problem-solving?

(3) More self-assured and confident?

(4) Tried new and more difficult tasks?

IV. In your opinion, given the short time the food program was operating, do you honestly feel it had a positive effect on the overall social characteristics and personalities of the children?

Date_____
Hour_____ _____

QUESTION GUIDE TO HEAD-OF-FAMILY INTERVIEW

PROCEDURE: (personal interview - informal conversation - to be recorded after interview and respondent has departed: Recording to be verified by and attested to by two people).

(1) Name

(2) Employer

(3) Hours of work per day

(4) Sick days since Food Program began

(5) Age

(6) Did emergency food give you a better attitude toward:

(a) home environment?

(b) your job and the work you are doing?

(c) are you less tired when you get home at night?

(d) do you have time or feel like playing with your children?

(e) does your physical condition seem improved?

(f) does the physical condition of your wife seem improved?

(g) does the physical condition of your children seem improved?

(h) does the attitude and interest of your children not working or attending school seem improved?

(i) are the children in your family attending school more interested and excited about going to school each day?

(j) are the children in your family happier when they come home from school?

Date_____

QUESTION GUIDE FOR CHILDREN NOT WORKING - NOT IN SCHOOL

PROCEDURE: (personal interview - informal conversation - to be recorded after interview and respondent has departed: Recording to be verified by and attested to by two people).

(1) Name

(2) Age

(3) How many days have you been sick since the emergency food program began?

(4) Since you have been getting food from the program at home, have you:

(a) been happier toward other members of your family and friends?

(b) felt like working?

(c) recognized a happier environment at home between family members?

Date_____

QUESTION GUIDE FOR CHILDREN AT SCHOOL

PROCEDURE: (Personal interview - informal conversation - to be recorded after interview and respondent has departed: Recording to be verified by and attested to by two people).

(1) Name

(2) Age

(3) Level in school

(4) Have you been sick since the emergency food program began?

(5) Do you have better meals at home?

(6) What special dessert or fruit have you had that you had not eaten for a long time?

(7) Do your mother and father seem happier at home?

(8) Are your brothers and sisters more fun to play with?

Date_____
Age Group Supervised_____
Position_____

TEACHERS-AIDES' CLOSED-END QUESTIONNAIRE
ANSWER SHEET

DIRECTIONS: Unless otherwise instructed, circle your answer.

I. (1) yes no
(2) yes no
(3) yes no
(4) yes no
(5) yes no
(6) yes no
(7) yes no
(8) _____, _____, _____, _____.
(9) yes no
(10) yes no
(11) _____
_____
_____
_____
_____
_____

II. (1) yes no

III. A. Perception or Perceptual Readiness

(1) yes no
(2) yes no

B. Physical Development Skills

(1) yes no
(2) yes no
(3) yes no
(4) yes no
(5) yes no

C. Social Skills and Emotions

(1)
(2)

D. Language and Communication

(1) yes no
(2) yes no

E. Pre-Learning Skills

(1) yes no
(2) yes no
(3) yes no
(4) yes no

IV. (1) yes no

EXPERIMENTAL RESEARCH PROJECT

School Lunch - Family Food

Sponsorship:

Migrant Research Project
1329 - 18th Street NW
Washington, D. C.

Migrant Summer School Project
Funded by Title I, of
Elementary Secondary Education Act
Harold B. Saylor
Centennial Building, 4th Floor
St. Paul, Minnesota

Children eligible to attend school (approximately 130 students from 80-90 migrant families) include:

3 mos. to 3 yrs. of age	Nursery School
3 yrs. to 5 yrs. of age	Head Start
5 yrs. of age	Kindergarten
6 yrs. and older	Day School

At present no student beyond 16 years of age attends school.

Hours for school:	8:00 a.m. to 4:00 p.m.
School term:	2 mos. - ending July 24th

Proposal

Migrant families will apply to the director of the migrant summer school program for a food voucher for all members of the family. The food received for the voucher will be used in the migrant home to feed the entire family breakfast and supper.

MIGRANT RESEARCH PROJECT REQUEST FORM (Revised 6/70)

Contract No._____
Corresponding Voucher No._____

FILL IN EACH BLANK (IF NONE, ENTER "NONE")

Grantee Agency:_____ Filled out by _____ Date:_____

1. Name of applicant _____ 2. Social Security Number (If none, enter "none"):_____
3. Did not apply for MRP assistance // Applied, but did not receive //
4. Received $_____ for _____ days for _____(no.) people
5. Present Address or Name of Camp _____ County._____ State:_____
6. Did your family travel with you? Yes // No //
7. Race / Ethnic Grouping: a. Mexican-American // b. Black // c. Anglo // d. Puerto Rican // e. Indian // f. Other //

8. Tally Income: List total annual income:_____ b. Income last month _____ c. Income this month_____

d. How many persons in the family worked to earn the above annual income? _____

9. LIST ALL FAMILY MEMBERS BY RELATIONSHIP TO MEAD AND AGE, AND INDICATE THE APPLICANT WITH A CHECK MARK IN COLUMN C:

A. Relationship to Nead	B. Age	C. if Applicant	D. Worked this year?		E. Amount Earned
			NO	YES →	
			NO	YES →	
			NO	YES →	
			NO	YES →	
			NO	YES →	
			NO	YES →	
			NO	YES →	
			NO	YES →	
			NO	YES →	

FOR EACH MEMBER OF THE FAMILY FIVE YEARS OLD OR OLDER, ASK:
1) Has (he or she) worked at all this year, that is, since January 1? (CIRCLE "NO" OR "YES", COLUMN D, ABOVE)
2) IF YES: How much money, altogether, has (he or she) earned this year? ENTER ABOVE, COLUMN E)

10. ASK THE FOLLOWING QUESTIONS FOR THE FAMILY AS A WHOLE:
I'll read you a list of different ways in which people can get help from the government. For each one, please tell me if you've asked for help sinc January 1 of this year. (CIRCLE "NO" OR "YES", BELOW, COLUMN A)

NAME OF PROGRAM	ASKED FOR HELP		STATE	GOT HELP?	WHEN?
Food Stamps	NO	YES →		→	
Commodities	NO	YES →		→	
School Lunch	NO	YES →		→	
Medicaid	NO	YES →		→	
Head Start	NO	YES →		→	
Aid to Dependent Children	NO	YES →		→	
Social Security	NO	YES →		→	
Welfare	NO	YES →		→	
OEO Health	NO	YES →		→	
Old Age Assistance	NO	YES →		→	
Other (what?)	NO	YES →		→	

FOR EACH SOURCE MARKED "YES", ASK THE FOLLOWING QUESTIONS:
1) What state was that in? (COLUMN B)
2) Did you get help from (NAME OF PROGRAM)? (COLUMN C) 3) IF YES. When?

FILL IN EACH BLANK
IF NO ANSWER, WRITE "NA"

INTERVIEWER_____

_____CONTRACT NO.

DATE OF INTERVIEW_____

IGRANT QUESTIONNAIRE

1. How long have you been a migrant? _____(# YEARS)
2. Were you a migrant last year? / / YES / / NO
3. What about the year before--were you a migrant then? / / YES / / NO
4. What states have you worked in this year? _____ (STATES)
5. Where else have you looked for work this year? _____ (STATES)
6. Did you work here, in (NAME OF AREA) last year? / / YES / / NO

   6a. Did you work for the same grower last year? / / YES / / NO
7. Were you promised a job before you came here this year? / / YES / / NO

ATTACH REQUEST FORE HERE

7a. Who promised you the job? / / GROWER / / CREW LEADER / / FRIEND / / RECRUITER / / OTHER (who?)_____

8. Before you started on this job, were you promised...

   a. A certain amount of work? / / YES / / NO
   b. A certain rate of pay? / / YES / / NO
      IF YES: How much? $___ per ___ (HOUR, PIECE RATE, ROW, BUSHEL, SEASON)
   c. Free transportation? / / YES / / NO
   d. Free housing? / / YES / / NO
   e. Food credit? / / YES / / NO
   f. Federal food stamps? / / YES / / NO
   g. Anything else? (What?)_____

9. Were these promises kept? / / ALL OF THEM / / SOME OF THEM / / NONE OF THEM

   9a. Which ones were kept?_____

10. When did you arrive here, in (NAME OF AREA)_____(DATE), R _____(DAYS AGO)
11. How many people in the family are working here? _____ (# PEOPLE)
12. How many days have you worked since coming here? _____(# DAYS)

    IF ANY: 12a. About how many hours a day do you usually work:
    _____ (# HOURS)

MRP # 70 - 6 - 2 - 1

13. Are you doing farm work? / / YES / / NO

_____ 13 a. What are you doing? _____

_____

13b. What crop(s) are you working on now? (ENTER BELOW COL. A)

A. CROP	B. ACTIVITIES	C. RATE OF PAY	D. BONUS?	E. WHAT?
_____	_____	$___PER___	YES NO	_____
	_____	$___PER___		
_____	_____	$___PER___	YES NO	_____
	_____	$___PER___	YES NO	_____

13c. (FOR EACH CROP, ASK: What kinds of things are you doing on this crop?) (ENTER ABOVE, COL. B., ON A SEPARATE LINE FOR EACH ACTIVITY)

13d. FOR EACH ACTIVITY ON EACH CROP ASK: How much are you being paid for (NAME OF CROP AND ACTIVITY)? (COL. C)

13e. Is there any bonus for this work? (COL. D)
IF YES: 13f. What is it? (COL. E)

13g. What did you do last winter? _____
(IF NON-FARM WORK, ASK) How did you learn how to do this?
_____

14. Have you gotten any help from welfare since January 1 of this year?
/ / YES (GO TO Q 14b) / / NO
(IF APPLIED FOR OR RECEIVED WELFARE HELP)
14b. Where was this? _____(CITY. COUNTY) _____ (STATE)

15. Who applied for this help? _____

15a. How far away is the Welfare Office? _____ (MILES)

15b. How did you get to the Welfare Office? _____

15c. Did you make an appointment with the office before you went there the first time? / / YES / / NO

15d. Did you have to wait before they saw you? / / YES / / NO

15e. IF YES: How long? _____ HOURS

IF NO: How long? _____ HOURS

16. Did you have to go back? / / YES / / NO 16a. How many times? _____

17. Did you miss any work? / / YES / / NO

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18. What proof did they ask for? Baptismal record / / Birth certificate / /

Residency / / Statement from doctor / / Wages / / Other / /

IF SO: What?_____

19. How long did it take to get the help you asked for? Days / / Weeks / /

Months / /

20. Since January 1, have you applied for help from welfare and been turned down? YES / / NO / /

20a. Why were you turned down? _____

21. Where? CITY_____ COUNTY_____ STATE_____

22. Did you appeal? / / YES / / NO

23. Did you have a lawyer to help you? / / YES / / NO

24. Does anyone in the family, living here with you, get a check from the government? / / YES / / NO

24a. Does the check come to you wherever you are, or is it kept for you in home town?

/ / COMES WHERE THEY ARE / / KEPT AT HOME TOWN

24b. Who keeps it for you there?_____

24d. What kind of check is it? (What part of the government sends it?)

_____

24d. Is the check for one particular person in the family, or is it just for the whole family together?

/ / ONE PERSON / / WHOLE FAMILY

24e. Which person is that? _____

Continued on back page --

	Crop #1			Crop #2			Crop #3		
25. What are the three crops you've worked on the most in the last three years, since 1968?									
(FOR EACH CROP WORKED ON, ASK, IN TURN:)	70	69	68	70	69	68	70	69	68
26. Have you worked on (NAME OF CROP) this year? (CIRCLE "N" OR "Y")	N Y			N Y			N Y		
27. Did you work on (NAME OF CROP) in 1969? (CIRCLE "N" OR "Y")		N Y			N Y			N Y	
28. What about 1968--the year before last? Did you work on (NAME OF CROP) then?			N Y			N Y			N Y
(ASK, IN TURN FOR EACH YEAR EACH CROP WAS WORKED ON:)									
29. I'd like to know what you did on (CROP) (this year; in 1969; in 1968) (READ, SLOWLY, THE FOLLOWING LIST OF ACTIVITIES AND CHECK THOSE MENTIONED)									
a. Planting									
B. THINNING BLOCKING									
C. FIRST WEEDING									
D. SECOND WEEDING									
E. THIRD WEEDING									
F. DISKING									
G. CULTIVATING									
H. DETASSELING									
I. SORTING									
J. PACKING									
K. PICKING/HARVESTING									
L. RUNNING MACHINES									
30. Is there anything else you did on this crop that year? (What was that?)									
31. Are any of these jobs now being done by machines? (What jobs are those?)									